



What We Can (and Can't) See

A National Landscape Scan of
Competency-Based Learning in High Schools

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JUNE 2026



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Suggested Citation

Lymer, R. & Holland, B. (2026). *What We Can (and Can't) See: A National Landscape Scan of Competency-Based Learning in High Schools*. FullScale. <https://resources.fullscalelearning.org/artifacts/what-we-can-and-cant-see-a-national-landscape-scan-of-competency-based-learning-in-high-schools>



About FullScale

We unite education leaders and organizations together to drive collective learning, action, and systems transformation. We break silos, bridge divides, lift up new evidence and unseen innovations, and accelerate change for lasting impact for every learner.



Executive Summary



The Challenge: Build Coherence and Clarity Around Competency-Based Learning

Across the country, schools and systems are rethinking how learning is structured, assessed, and experienced by students, with growing attention to mastery, personalized pathways, applied learning, student agency, and readiness for life beyond high school. Competency-based learning (CBL) is increasingly viewed as a key lever for redesigning the high school experience. **However, as competency-based learning gains traction, the field lacks a shared understanding of how the model is defined, communicated, and enacted across contexts.** For policymakers, funders, and system leaders, this creates a practical challenge. It is difficult to distinguish high-quality competency-based learning from broader redesign efforts, identify which practices are essential, or determine what policies and conditions may support quality implementation at scale.

Our Approach: Scan the Field to See How Competency-Based Learning Shows Up

To understand how competency-based learning currently appears across the field, FullScale conducted a national landscape scan of 106 high schools identified as engaging in competency-based learning or related redesign efforts. We reviewed public school websites, publicly reported outcome data, and interviews with 23 leaders to understand how schools describe their models and what evidence of competency-based learning is visible to families, policymakers, funders, and other external stakeholders. We then used an initial set of *observable markers* to distinguish features most directly tied to competency-based learning so that we could distinguish it from related approaches such as personalized learning and whole-child development.

Observable Markers

STRUCTURES/GOALS	ASSESSMENT	LEARNING DESIGN	CONNECTION
Clear Articulation	Demonstration Location	Learning Location	Relationships
Developmental Progression	Purpose	Goals	Culture
Mastery Progression	Rigorous Application	Choice	Wrap-Around Support
Targets	Calibration	Interest	Family/Community Engagement
Transparency	Pacing	Active	
Universal Application	Means of Demonstration	Differentiated Support	

Key

 Competency-Based	 Personalized Learning	 Whole Child Developing
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Culturally Responsive
Developmental Focus

The markers offer a starting lens for seeing what aspects of competency-based learning may be visible, what remains unclear, and where deeper inquiry is needed. Finally, we examined the student outcomes and policy conditions related to each site.

Four Key Findings from the Landscape Scan

- 1. Competency-based learning is widespread but not consistently defined:** schools across diverse contexts are using competency-based learning language, but not with a consistently shared definition.
- 2. Competency-based learning is inconsistently visible:** schools more often describe the goals and design features of competency-based learning than the systems that make it work, including assessment, mastery-based progression, and aligned supports.
- 3. Existing outcome measures offer an incomplete view of competency-based learning quality:** traditional measures remain important, but they do not fully capture mastery, applied learning, learner agency, progression, or broader readiness outcomes.
- 4. Policy conditions are mixed and often misaligned:** state and local policies can create flexibility and friction, especially around grading, seat time, accountability, credit, and reporting.

Findings and Takeaways for Policymakers, Funders, and System Leaders

Competency-based learning is advancing faster than the field’s shared systems for defining, supporting, and measuring quality. Funders can help the field move from enthusiasm to evidence by investing in shared definitions, aligned measures, and deeper implementation research. Policymakers can develop systems that recognize, enable, and measure the kinds of learning competency-based learning aims to produce. System leaders can use the markers and findings to strengthen coherence across curriculum, assessment, progression, staffing, scheduling, data systems, and communication.

FINDING	FUNDER TAKEAWAY	POLICYMAKER TAKEAWAY	SYSTEM LEADER TAKEAWAY
1. CBL is widespread but not consistently defined	Support shared language, clearer definitions of quality, and evidence-building, not just expansion of models labeled as CBL.	Policy design depends on clarity about which practices policies are intended to enable, require, or measure.	Coherent implementation requires a shared understanding of CBL among students, families, educators, and partners.
2. CBL is inconsistently visible	Invest in the infrastructure that makes CBL coherent, including assessment systems, progression tools, educator capacity, and implementation supports.	CBL-related policy should account for the systems that operationalize the model, especially assessment, progression, grading, and student supports.	Make the operating model visible by showing what students learn, how mastery is demonstrated, how progression works, and how students are supported.
3. Existing outcome measures offer an incomplete view of CBL quality	Support the development of more aligned measures and evidence systems that capture both traditional outcomes and model-specific aims.	Examine what current accountability systems make visible or obscure, and where additional measures are needed to understand quality.	Track mastery, progression, learner experience, and academic outcomes together, rather than relying on any single measure and make it visible.
4. Policy conditions are mixed and often misaligned	Support policy analysis, technical assistance, and implementation supports that help schools navigate or reduce system friction.	Examine not only whether policy allows CBL, but whether it supports coherence across assessment, grading, credit, progression, reporting, and accountability.	Identify where local adaptations help sustain innovation and where they add complexity for educators, students, and families.

What Comes Next

This landscape scan is the first report as part of a broader initiative to support the field in moving from broad adoption to deeper understanding of high-quality competency-based learning. **Where this report helps identify what the field can currently see, the next phase intends to illuminate what matters most: how high-quality competency-based learning is enacted, experienced, supported, and sustained.**

The full landscape scan provides deeper detail on the markers, methodology, findings, and implications. The next phase of the project will move from broad visibility to deeper evidence by studying 10 high schools in greater depth and examining how competency-based learning is enacted, experienced, supported, and shaped by state and local policy conditions. This work will also inform a forthcoming policy landscape scan and updates to the [State of CBE map](#).

INTRODUCTION

A National Landscape Scan of Competency-Based Learning in High Schools

The Need for Clarity and Coherence

Across the country, states, districts, schools, and intermediary organizations are rethinking the high school experience. These redesigned models seek to make learning more relevant and rigorous, directly support postsecondary readiness, offer personalized pathways, strengthen student agency, and connect learning to real-world application. As a result, school and system leaders need to implement and scale these models in ways that are both coherent and sustainable. At the same time, policymakers have been tasked with creating enabling conditions or removing potential barriers, and funders want to invest in places producing emerging evidence.

Across these various redesign efforts, competency-based learning (CBL) has emerged as a central strategy, often positioned alongside other approaches such as personalized, project-based, or deeper learning as well as whole-child development. However, schools and systems frequently describe these different learning environments using similar terms but to explain different or overlapping practices. This makes it difficult to determine:

- * Which practices are specific to competency-based learning as opposed to other models or approaches,
- * What implementation of competency-based learning looks like from the perspective of the learner,
- * What evidence should be used to understand quality, and
- * What policies enable or hinder implementation and scale of competency-based learning practice.

The lack of clarity creates a challenge of coherence for the field. If schools and systems cannot clearly define competency-based learning, and distinguish it from related approaches, then it becomes difficult to determine which practices are essential, what outcomes should be expected, and how to design effective systems of support.

At the same time, limited visibility exists into what competency-based learning actually looks like in practice. While many schools reference competencies, mastery, or anytime/anywhere learning, these elements are not consistently defined or described in public-facing materials. **Together, these challenges of coherence point to a genuine need for both a shared understanding of competency-based learning as a concept and a clear view into how it is implemented across contexts.** Without clarity and visibility, it becomes difficult to compare models, interpret outcomes, or align policy and accountability systems to support high-quality implementation.

Put simply, if we cannot clearly define and see competency-based learning in practice, we cannot effectively support, measure, or scale it. This presents both a communications issue and a field-building challenge. For system leaders, limited clarity makes it harder to build coherent models that students, families, and educators can understand and sustain. For policymakers, it complicates decisions about what systems should enable, require, or measure. For funders, it makes it harder to distinguish promising implementation from broad adoption and to invest in the infrastructure needed for quality at scale.

A First Step Toward Coherence: Understanding the Landscape

In January 2026, FullScale (the newly merged organization of The Learning Accelerator and the Aurora Institute) launched a large national initiative to help the sector build a coherent understanding of high-quality competency-based learning practices in high schools and the policy conditions that enable or hinder its implementation. As a first step, we conducted a national landscape scan of 106 high schools across 30 states identified as engaging in competency-based learning or related redesign efforts.

The analysis drew on three primary sources:

- * Public school websites,
- * Publicly reported outcome data (i.e., state assessments, graduation rates, etc.), and
- * Interviews with 23 school leaders.

The goal of the landscape scan was to determine where competency-based learning is showing up across U.S. high schools, how those schools publicly describe their models, what patterns may exist across contexts, and which questions require deeper study.

To structure the analysis, we identified a set of *observable* markers associated with competency-based, personalized, and whole-child developing learning models.

Why Public Websites?





Public-facing materials were used intentionally as the primary source of analysis. School websites represent how schools communicate their learning models to families, policymakers, and external stakeholders. They provide insight into what schools make visible about their approach to teaching and learning and, importantly, what remains unclear or unstated. However, lack of visibility in public-facing materials does not necessarily mean absence in practice, just that the field cannot readily see it without deeper inquiry.

These markers were derived from a crosswalk of more than 20 existing frameworks, research studies, and learning agendas to understand alignment and divergence in the field as well as how quality is defined.

Based on this work, we grouped identified markers into four domains: competency structures, assessment, learning design, and whole child development. The markers served as a preliminary descriptive tool to identify whether key elements of competency-based learning could be visible in the public materials describing the school models.

FIGURE 1

Observable Markers

STRUCTURES/GOALS	ASSESSMENT	LEARNING DESIGN	CONNECTION
Clear Articulation	Demonstration Location	Learning Location	Relationships
Developmental Progression	Purpose	Goals	Culture
Mastery Progression	Rigorous Application	Choice	Wrap-Around Support
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Transparency	Pacing	Active	
Universal Application	Means of Demonstration	Differentiated Support	
Key		Culturally Responsive	
 Competency-Based	 Personalized Learning	 Whole Child Developing	 Developmental Focus

The markers represent *observable* features associated with strong competency-based learning implementation, and help organize evidence across diverse high school models without requiring all sites to look the same. **These markers do not intend to serve as a compliance tool or finalized quality framework.** Instead, they offer a starting point for deeper inquiry across the field and will be updated throughout our work on this project.

In applying the markers to public websites, we did not intend to determine which schools might be “high quality.” Instead, the purpose was to understand what might be readily visible across the field. Based on this landscape scan, we identified 10 high schools for deeper study. During the next phase of this project, we will conduct interviews, focus groups, onsite observations, surveys, and analyses of student outcome data to build an evidence base to deeply understand competency-based learning in practice.



TABLE 1

What Public Evidence Can and Cannot Reveal

PUBLIC EVIDENCE CAN HELP US SEE...	PUBLIC EVIDENCE CANNOT FULLY SHOW...
How schools describe their model	What students experience day to day
Which practices are publicly named	Whether practices are implemented deeply
How schools communicate CBL	How educators make instructional decisions
What is visible to external stakeholders	How policy conditions shape implementation

From our analysis four key findings emerged:

1. Competency-Based Learning Is Widespread but Not Consistently Defined
2. Competency-Based Learning Is Inconsistently Visible
3. Existing Outcome Measures Offer an Incomplete View of Competency-Based Learning Quality
4. Policy Conditions Are Mixed and Often Misaligned

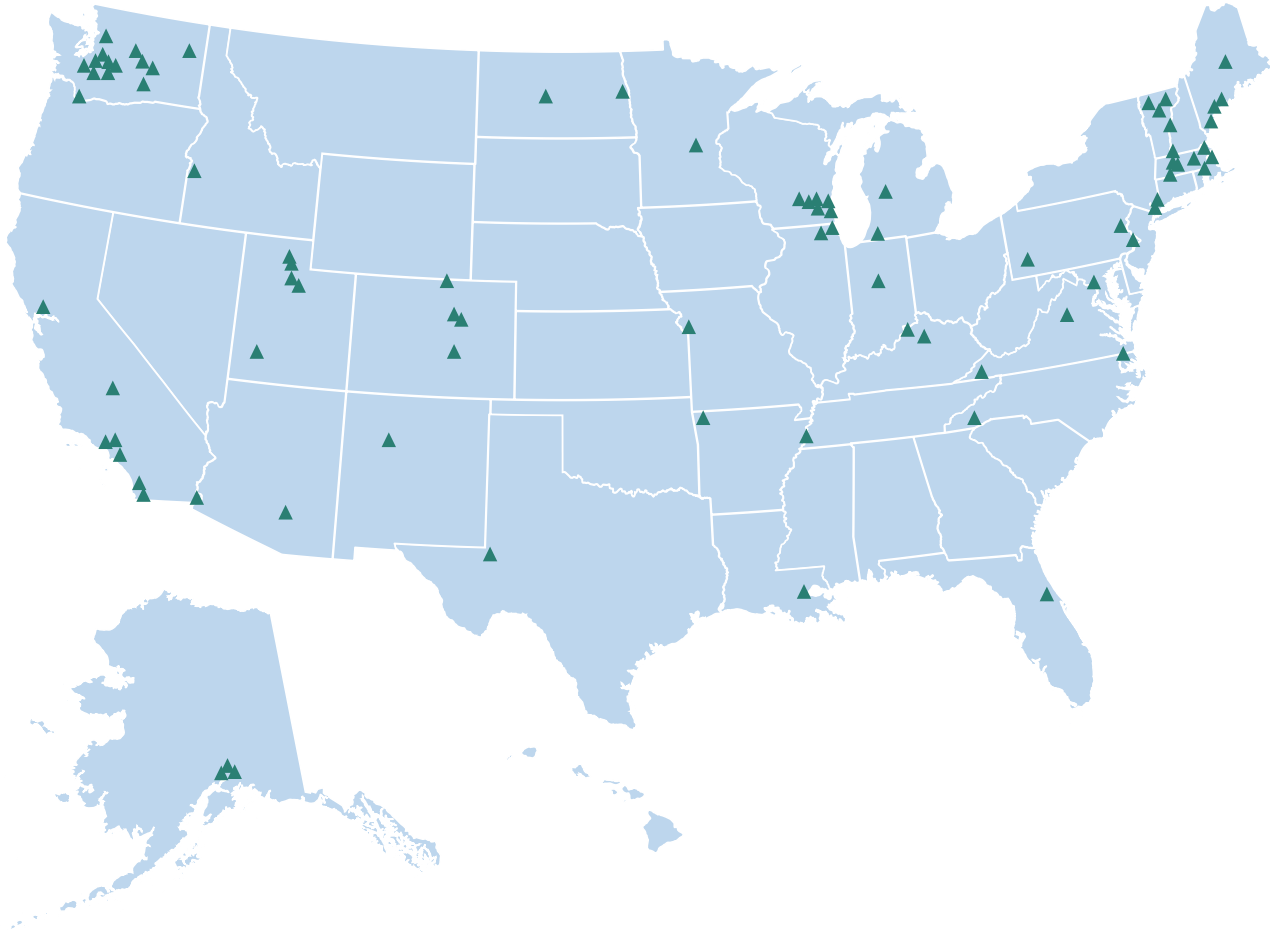
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3. **Existing Outcome Measures Offer an Incomplete View of Competency-Based Learning Quality**
4. **Policy Conditions Are Mixed and Often Misaligned**

Finding 1: Competency-Based Learning Is Widespread but Not Consistently Defined

Competency-based learning is not a niche innovation. The 106 schools included in this analysis span approximately 30 states and represent a wide range of contexts, including traditional district schools, public charter schools, and innovation-focused programs. This distribution suggests that competency-based learning is being adopted across diverse systems and is increasingly part of broader high school redesign efforts.

FIGURE 2
Geographic Distribution of the 106 Schools in the Landscape Scan



At the same time, public-facing materials did not reveal a consistently shared definition. Across the scanned schools, definitions of competency-based learning varied and were not consistently articulated.

For example, while many sites referenced competencies or mastery, these terms appeared in different ways and with varying levels of specificity. In some cases, competencies were clearly articulated and connected to student work. In others, they were referenced more generally, without a clear explanation of how they shape instruction, assessment, or progression. This variability makes it difficult, from public-facing evidence alone, to determine what competency-based learning looks like in practice across contexts.

TABLE 2

Variation in How Schools Publicly Describe CBL

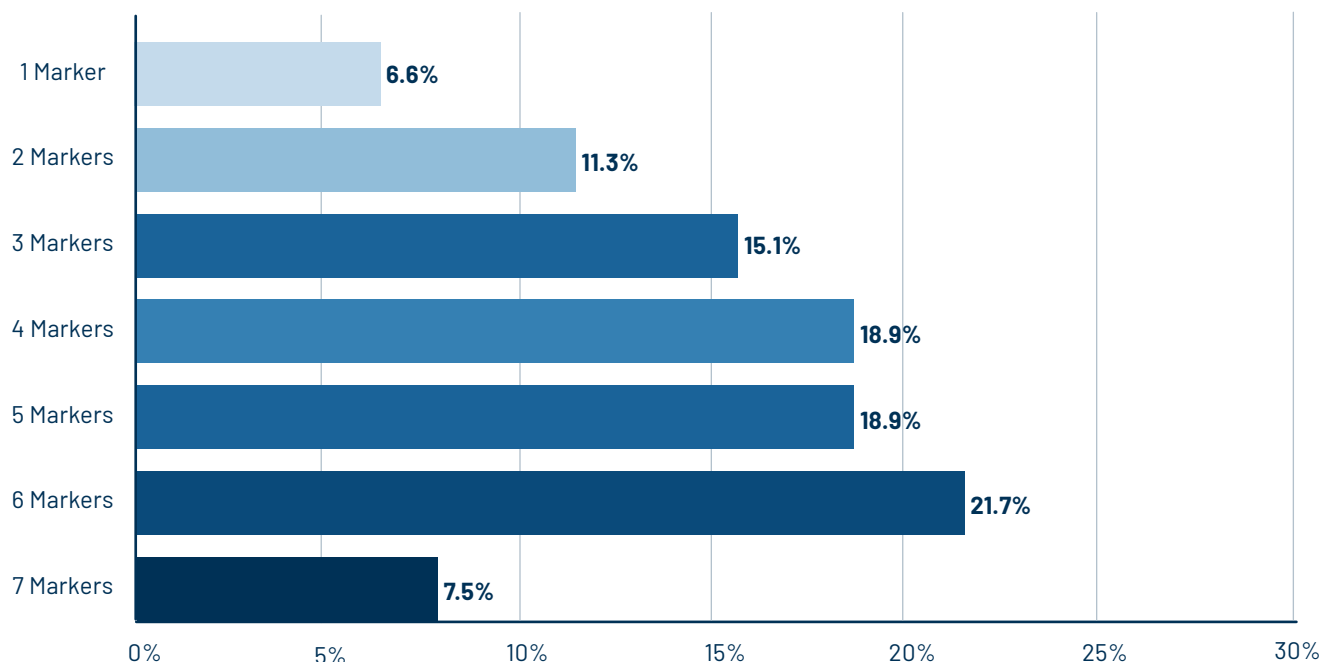
PUBLIC EMPHASIS	WHAT IT HELPS SHOW	WHAT MAY REMAIN UNCLEAR
Competencies or learning targets	What students are expected to learn	How mastery is demonstrated
Mastery language	Commitment to proficiency-based learning	If mastery is connected to standards, competencies, or learning targets
Personalized pathways	Student-centered design	Whether learning is mastery-based or connected to competencies
Real-world learning	Applied learning orientation	How performance is assessed

However, despite variation in how schools described competency-based learning practices, each of the 106 schools in the landscape scan included information related to at least one observable marker. The two most frequently described markers include *learning targets being transparent to learners (60.8%)* and *all learners being expected to master competencies (57.6%)*.



FIGURE 3

Distribution of CBL Markers Observed in Public-Facing Materials



The patterns that emerged from the analysis suggest that competency-based learning is gaining traction across diverse high school contexts, but the field’s shared language and public evidence base have not yet caught up. Moving forward, clear definitions will support policymakers in designing enabling conditions, funders in targeting investments, and leaders in building coherent implementation models.

Finding 2: Competency-Based Learning Is Inconsistently Visible

Across the scanned schools, public materials more consistently described the goals and design features of competency-based learning rather than the systems that make it work, such as assessment, mastery, progression, or aligned supports.

First, schools more consistently stated what students should learn versus how they achieve mastery. Public-facing materials frequently described learning targets, competencies, and instructional goals. However, far fewer schools publicly articulated how students demonstrate mastery or how they determine progression.

Second, assessment was the least publicly visible dimension of competency-based models. While many schools emphasized engaging or real-world learning experiences, it was often unclear how assessment adapts to student learning, how feedback supports mastery, or how students move forward once they demonstrate proficiency.



Assessment and progression matter as they operationalize competency-based learning, determining how students demonstrate mastery, educators respond to evidence of learning, and systems decide when students are ready to move forward.

Third, in public-facing materials, personalization and whole child development were widely referenced but less consistently connected to concrete systems and structures. Many schools described their models as personalized or focused on the whole child. However, the related systems and structures, particularly those related to mastery, were less clearly articulated.

Note: Marker Visibility

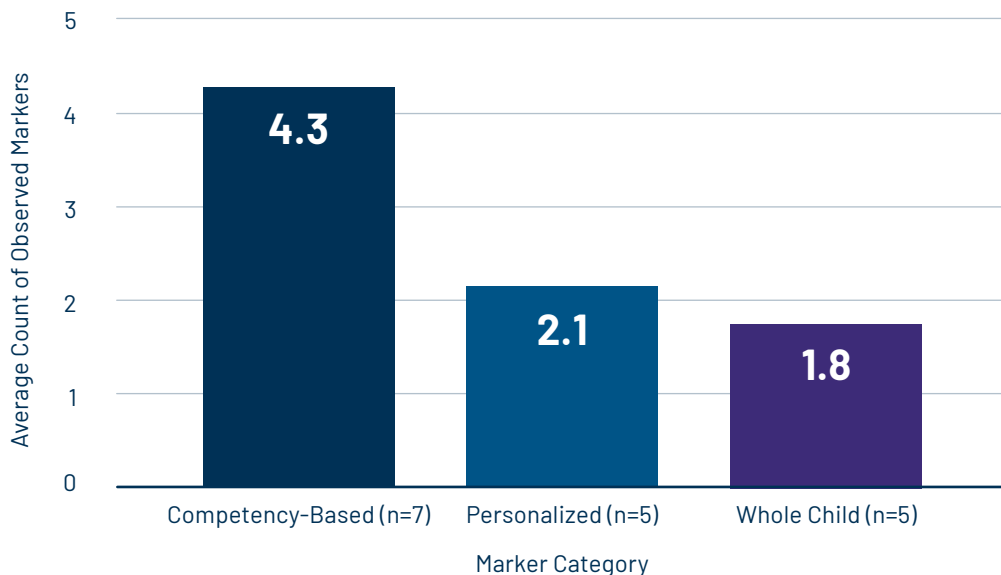
A marker’s limited visibility in public materials does not mean it is absent in practice. Instead, it implies that external audiences cannot readily see how that part of the model works without deeper inquiry. In our analysis, some markers appeared more visible than others.

Marker/Domain	Visibility Pattern
Learning targets/competencies	More visible
Personalized learning language	More visible
Whole-child goals	Moderately visible
Assessment evidence	Less visible
Feedback and revision	Less visible
Mastery-based progression	Less visible

Taken together, these patterns suggest that key elements of competency-based learning are referenced across schools, but they are not equally visible or consistently explained in public-facing materials.

FIGURE 4

Average Number of Visible Markers by Domain Across Scanned Schools



The landscape scan suggests that schools are more likely to make the aspirations and design features of competency-based learning visible than the operating systems that make it coherent. Learning goals, personalization, and whole-child commitments are often publicly named, while assessment, mastery-based progression, and aligned supports are less consistently described. For policymakers, funders, and system leaders, these distinctions matter. Supporting high-quality competency-based learning requires attention not only to the learning experiences schools create, but also to the assessment, progression, and support systems that determine whether all students can demonstrate mastery.

Finding 3: Existing Outcome Measures Offer an Incomplete View

Using publicly available data, we examined reported outcomes for schools in the landscape scan across traditional academic indicators, including English language arts, math, science, and graduation rates. We then compared scores either to state averages or a local comparison school when possible.

The findings of this outcome analysis reveal an important tension. **Competency-based learning models are designed to produce different types of outcomes than those measured by standardized assessments.** However, these schools are often evaluated using the same metrics as traditional schools, which emphasize grade-level performance, annual proficiency, course completion, and graduation within fixed reporting windows.

TABLE 3

Comparison of Current Public Measures and the Broader Aims of CBL Models

CURRENT PUBLIC MEASURES OFTEN CAPTURE	CBL MODELS ALSO AIM TO DEVELOP
Grade-level proficiency	Mastery over time
Graduation rates	Demonstrated readiness
Attendance	Engagement and agency
Course completion	Competency demonstration
Standardized test performance	Transfer and application

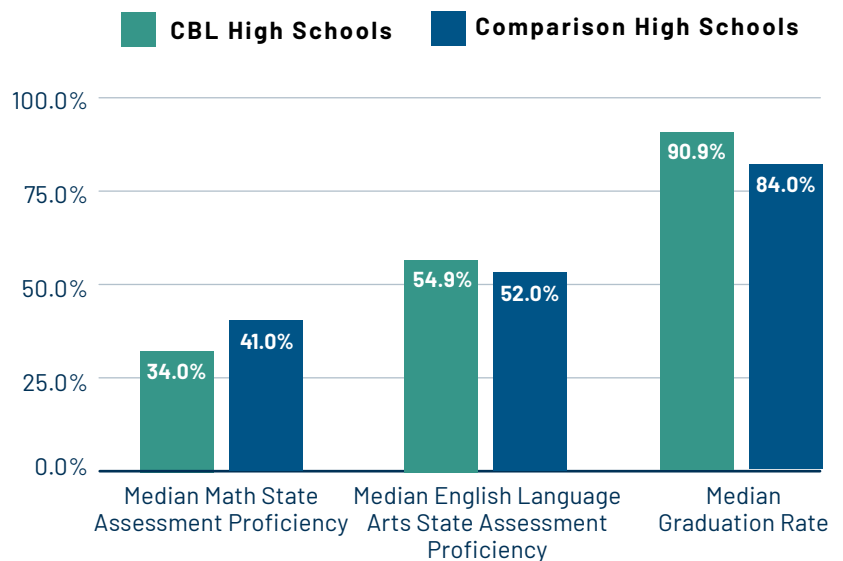
Publicly reported outcome data offers an important but incomplete perspective about competency-based learning schools as the findings underscore the limits of solely using traditional public outcome measures to understand models designed around mastery, application, and learner development. The examined high schools appeared broadly comparable to comparison schools or state averages across several traditional indicators. These results should not be interpreted as evidence of the effectiveness of competency-based learning. Instead, **the data highlight a measurement challenge. Traditional public indicators remain important, but insufficient, for fully capturing the quality of competency-based models.**

Traditional Measures Are Necessary but Insufficient

State assessments, graduation rates, and attendance remain important indicators of school performance. However, they do not fully capture whether students are demonstrating mastery, applying learning in authentic contexts, developing transferable skills, or progressing through learning based on evidence of proficiency.

FIGURE 5

Selected Publicly Reported Outcomes: CBL High Schools and Comparison High Schools



The key takeaway is not that traditional outcomes should matter less. It is that they cannot be the *only* evidence used to understand quality. Policymakers may need to examine what current accountability systems make visible or obscure; funders can invest in the development of more aligned measures and evidence systems; and system leaders need ways to track mastery, progression, and learner experience alongside academic outcomes. **This measurement challenge points directly to a broader question of whether the systems surrounding competency-based learning are designed to recognize and support the kinds of learning these models aim to produce.**

Finding 4: Policy Conditions Are Mixed and Often Misaligned

Across the schools included in this landscape scan, state and local policy conditions varied widely and included both enabling and constraining elements. No single policy environment consistently supported or inhibited competency-based learning. Instead, these schools operate within a mix of conditions that shape their implementation.

In some cases, policies provide scheduling flexibility or offer systemic *profiles of a graduate* or *profiles of a learner*. In others, requirements related to grading, seat time, accountability, credit, and reporting systems create constraints that schools must navigate. As an early scan of policy context, these findings suggest that many schools adapt by translating competency-based practices into traditional structures, such as converting competencies into letter grades or maintaining parallel systems to track progress.

These adaptations allow schools to continue innovating, but they can also introduce complexity and reduce coherence. Rather than determining outcomes directly, policy functions as the context within which schools design and implement their models.

Policy as a Context Not a Driver

In itself, policy does not determine the quality of CBL implementation. Instead, it shapes the conditions under which schools define competencies, award credit, report progress, communicate mastery, and demonstrate accountability. The same policy area can enable coherence in one context and create friction in another.



TABLE 4

Policy Conditions Identified Across CBL High Schools in the Landscape Scan

POLICIES	PERCENTAGE SCHOOLS WITH ENABLING CONDITIONS		PERCENTAGE SCHOOLS WITH HINDERING CONDITIONS	
	State	Local	State	Local
Profile of a Graduate or Learner	47.2%	44.3%	0.0%	0.0%
Grading or Performance System	22.6%	41.5%	0.9%	7.5%
Flexibility in Scheduling	50.0%	34.9%	25.5%	3.8%
Seat Time	33.0%	14.2%	47.2%	6.6%

Note: Policy conditions were coded based on available public information. A condition may appear as enabling in one context and hindering in another, depending on how it is designed, interpreted, or implemented locally. A more detailed policy landscape analysis is forthcoming.

Within the context of this landscape scan, policy should be understood as a key underlying condition. For policymakers, funders, and system leaders, the implication is that it should be examined not only for whether it allows competency-based learning, but also for how it supports coherence across the assessment, grading, credit, progression, reporting, and accountability systems. Policymakers can look to identify where flexibility can be paired with clear quality expectations; funders can invest in projects that include both the policy analysis and technical assistance needed for implementation; and system leaders can determine where local adaptations help to sustain innovation or add complexity. These early policy patterns will be examined more fully in a separate policy study and will inform updates to the [State of CBE map](#), developed in partnership with KnowledgeWorks.

The Larger Pattern: Competency-Based Learning Is Advancing Faster Than the Field's Shared Systems for Defining, Supporting, and Measuring Quality

Across the landscape scan, a consistent pattern began to emerge. Although schools have started redesigning learning around mastery, progression over time, and applied learning, the systems in which they operate do not yet make the quality of these models visible. Public materials often describe broad design features but provide less detail about assessment, progression, and aligned supports. Traditional outcome measures capture important academic indicators but not necessarily the full range of outcomes competency-based learning aims to develop. State and local policy conditions offer flexibility while creating friction, often requiring schools to adapt their models to existing structures.

The challenge facing the field is not simply whether competency-based learning exists or schools are innovating. It is the extent to which the field has the shared language, evidence systems, and policy conditions needed to understand and support quality implementation. Until the field can address these inconsistencies and misalignments, it will struggle to build a coherent evidence base or support high-quality competency-based learning implementation at scale.

The goal of this project is to move towards broader field activation that brings alignment across policy, practice, and evidence, all in the service of communicating how schools explain their models with consistency; families, policymakers, and funders understand quality; and evidence is shared across the field.

Practice

- * What schools are actually doing
- * How students experience learning
- * How educators support mastery

Evidence

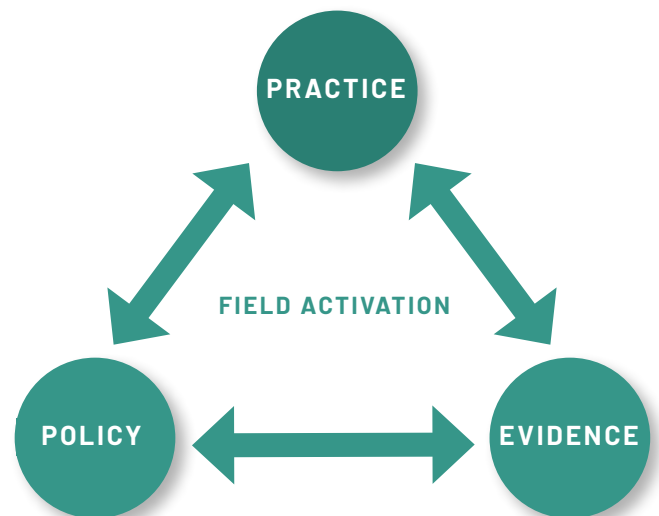
- * What outcomes are tracked
- * How mastery is demonstrated
- * How learning over time is captured

Policy

- * What systems allow, require, or incentivize
- * How flexibility is granted
- * How accountability is structured

FIGURE 6

The System Alignment Needed for Field Activation



In this moment, the field needs to take action. Interest in competency-based learning and high school redesign continues to grow but without shared clarity, the field risks scaling labeled models rather than high-quality ones, investing in schools without understanding the core tenets of implementation, evaluating efficacy with incomplete measures, creating policies that address individual or one-off challenges without supporting coherence, and missing promising practices because they may not be visible in current systems.

The next phase of work in this project will shift from broad visibility to depth of understanding. By deeply studying 10 specific schools, we intend to move from descriptions of what schools report publicly to evidence of how competency-based learning is enacted, experienced, supported, and shaped by policy.

Early Implications for Policymakers, Funders, and System Leaders

These findings suggest that a primary challenge facing the field is not whether competency-based learning exists, but whether it is visible, coherent, and measurable.

For policymakers, this raises important questions about the underlying conditions that may enable or hinder the implementation of competency-based learning models. Policies related to grading, seat time, and assessment flexibility represent key levers for improving alignment between system expectations and school-level practice.

Key Question for Policymakers:

- * Do current accountability systems capture the outcomes competency-based learning aims to produce?
- * Do grading, credit, and seat-time policies support or constrain mastery-based progression?
- * What evidence would policymakers need to distinguish high-quality competency-based learning from surface-level adoption?
- * How can policy create room for innovation while maintaining rigor and equity?

For funders, there is an emerging need to invest in coherence, not just adoption, to support the creation of evidence about how competency-based learning works in practice. Investments could include tools, measures, and capacity-building around assessment and progression with the goal of helping the field move from enthusiasm to evidence.

Key Questions for Funders:

- * Are investments supporting implementation quality or just expansion?
- * Are grantees developing clear systems for mastery, assessment, progression, and support?
- * Are investments helping the field build shared definitions and aligned measures?
- * Are student and educator experiences being studied alongside outcomes?
- * Are policy conditions being examined as part of implementation?

Finally, for system leaders, the challenge is to make core elements of competency-based learning more visible and consistent for students, families, educators, and policymakers. This includes clearly defining competencies, articulating how mastery is determined, and ensuring that systems for progression and assessment are transparent and coherent. Strong implementation requires coherence across curriculum, assessment, progression, staffing, scheduling, data systems, and communication. In this sense, visibility is not just about external communication, but about broader coherence.

Key Question for System Leaders:

- * Can students explain what they are expected to learn and how they know when they have mastered it?
- * Do families and community members understand how students progress and what learning looks like?
- * Can educators consistently describe how mastery is determined and competencies are demonstrated?

More broadly, the field needs clearer shared definitions of quality and better measures that reflect the full range of outcomes these models are designed to produce. Without this, competency-based learning will remain difficult to interpret, evaluate, and scale.

What Comes Next: Moving From Visibility to Deeper Evidence

This landscape scan provides a starting point for understanding how competency-based learning is currently represented and where key gaps exist. It identifies patterns in visibility, variation, and system alignment, but does not define quality or measure impact. Equally important, it surfaces challenges to address and creates a foundation for deeper inquiry.

The next phase of this work will focus on clarifying what high-quality competency-based learning looks like in practice, examining learner experiences more deeply, and developing a broader set of measures that better capture student outcomes. We plan to deeply study 10 high schools, examine how the *observable* markers of quality show up in practice, and conduct a policy analysis to better understand the underlying conditions that enable or hinder implementation.

This broader initiative aims to support the field in moving from broad adoption to deeper understanding of high-quality competency-based learning. **Where this report helps identify what the field can currently see, the next phase intends to illuminate what matters most: how high-quality competency-based learning is enacted, experienced, supported, and sustained.**



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